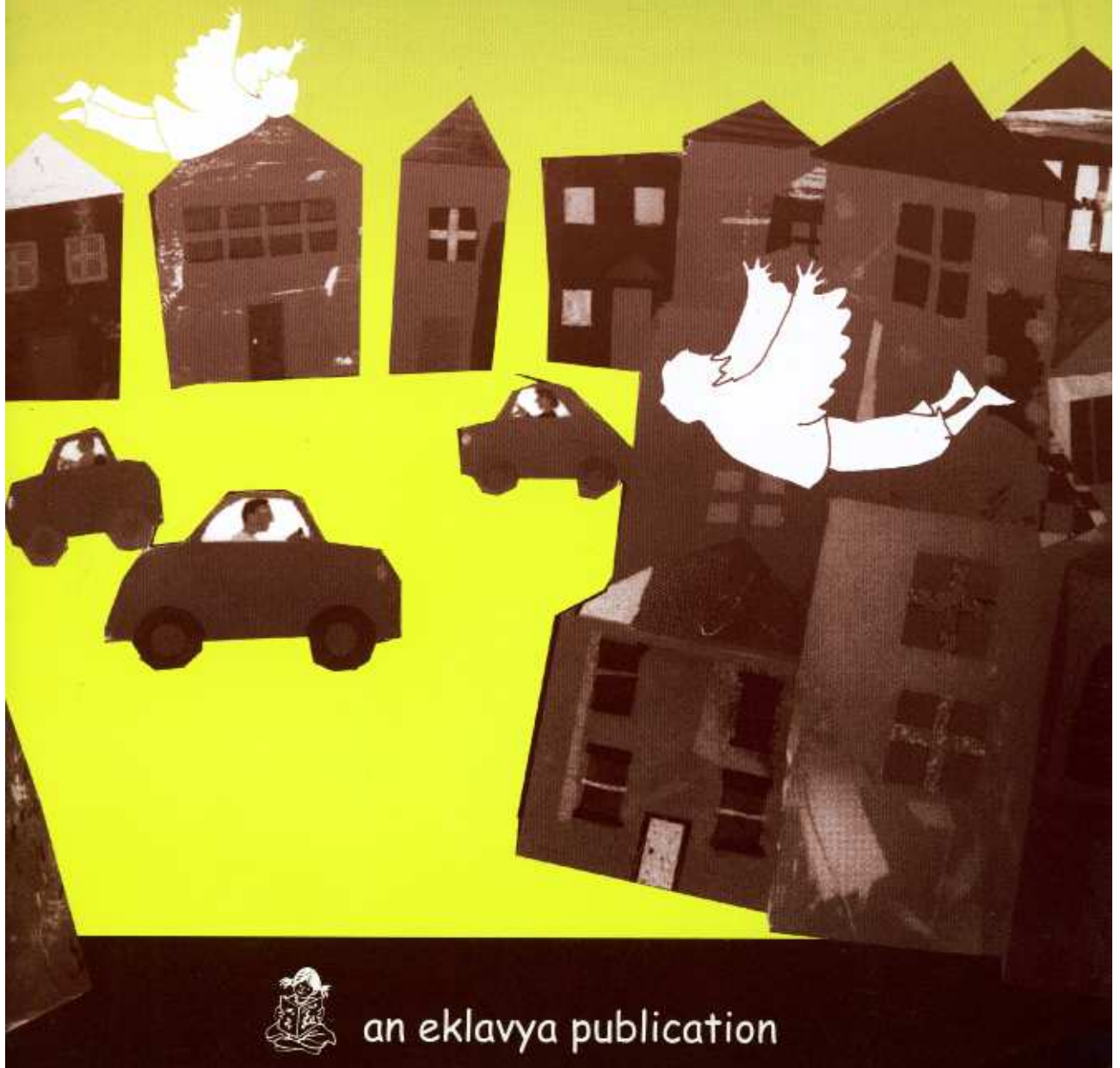
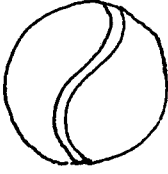


Flying Man

poems for early readers



an eklavya publication



Flying Man

poems for early readers - part 2

Compilation: Ruth Rastogi and Anjali Noronha

The authorship of most of these popular poems is not ascertained.

Illustrations & Design: Kanak

Illustrations on pages 24-25: Vivek Verma

May 2007 / 3000 copies

Printed on 70gsm Maplitho and 130 gsm Artcard (cover)

ISBN : 81-87171-99-5

Price : Rs. 25.00



Developed with support from the "Parag" initiative of Sir Ratan Tata Trust
and WIPRO Applying Thought in Schools.

Published by: EKLAVYA

E-7/HIG 453, Arera Colony

Bhopal (MP) 462 016

Phone (0755) 246 3380

Fax (0755) 246 1703

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Printed at Box Corrugators and Offset Printers, Bhopal, Phone - 258 7651



For teachers and parents...

These poems have been carefully selected to help young children learn English as a second language and learn to read it as well. This collection is appropriate for children of 5 to 8 years and can be used in KGII or class I. The poems are simple. They need to be read aloud with expression and actions so that the meaning is made explicit. You can write them on the blackboard or make posters and put them up in the class or at home. All these poems can lead to interesting discussions. Notes and questions that will help a teacher or parent initiate discussions have been given on each page.

Children learn language and reading from interesting and familiar contexts. Language has a purpose – to make meaning, to communicate, to think... Reading has a purpose too – to understand, to know, to make meaning from the written word. It is the purpose that motivates the learner. When the teaching of reading is made devoid of a purpose, the learner loses the motivation to learn. This is often the case – particularly in the learning of the alphabet out of context.

There are three important aspects of learning a second language and learning to read it at the same time. These are the vocabulary (new words), the structural aspects (what is popularly known as grammar), the meaning that goes with a particular structure and where it is used, eg. “at the kitchen door...”, “at the gate ...” etc. The third is phonics or the letter sound patterns and system. This is different for different languages and scripts. In English this becomes extremely important as one letter often has more than one sound, eg. “a” in different words and one sound may be derived from more than one letter, eg. “c” and “k”. We have tried to draw attention to the sound and structure patterns in the exercises with each poem.

This book is an attempt to put the learning of reading into a meaningful and interesting context, to enable the adults in a child’s life help the child with the sounds (phonics) and meanings of words in the context of interesting poems. At the end of the book we have summarised the list of the phonic structure and vocabulary that occur in each poem. It also has the names of some books you can get the child to read. You can add more.

Although simple poems are at the beginning, remember that children learn language very quickly. You will need to open the book, point to the word while reading and show the children that you are following the lines. Do not expect children to read by spelling the words. Spelling often interferes with reading as the names of the letters of the English alphabet do not match the sounds that the letters make. It is better to sound out the words. They can point with their finger as you also point. Soon you will see that some children can read some easy lines, even if it is “pretend” reading.

English is new to the children and they will not understand the meanings of many new words. Try not to translate into Hindi but to elaborate by pointing to the thing as in “ceiling” or “floor”, or by making picture word cards or by demonstrating the action as in “bounce”.

After you have done the poem a few times, select a sentence and write it on the board. As you write on the board, repeat the words in sequence – e.g. “Why are you so blue?” Ask children to read the words. Put the words on a word card with a picture at the back. This helps children learn to read.

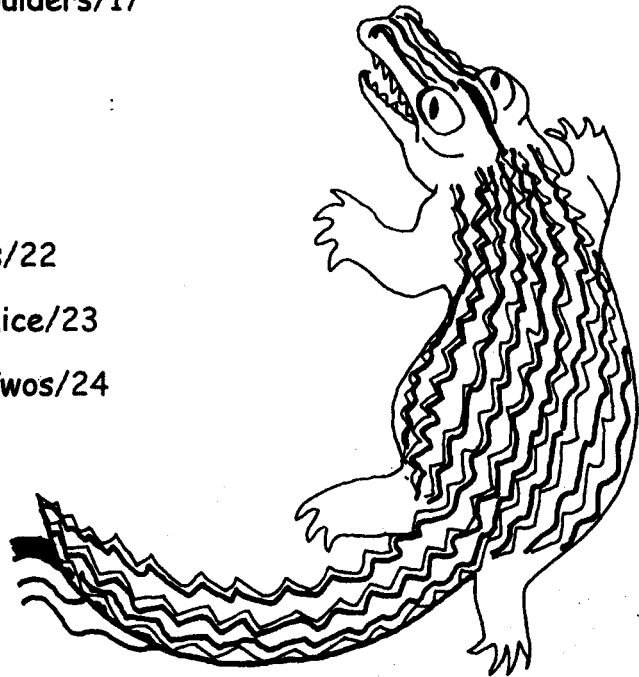
Hope your children enjoy these poems with you!

Ruth Rastogi and Anjali Noronha
Eklavya



Find me here...

1. One, Two, Three.../7
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One, Two, Three...

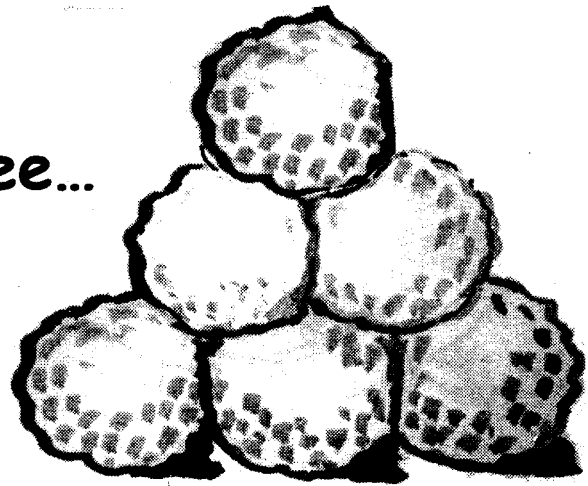
One..

Two...

Three...

Four...

Shreya at the kitchen door.



Five ...

Six...

Seven...

Eight...

Eating luddoos off a plate.

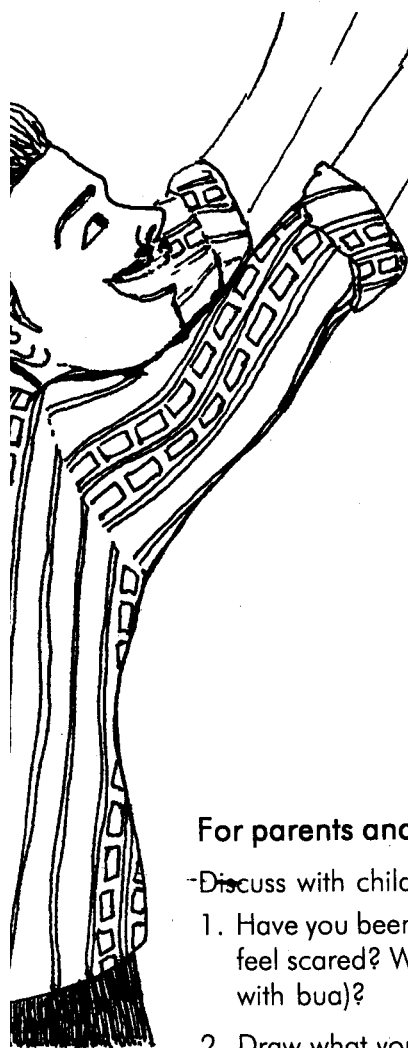
For parents and teachers

Discuss with children:

1. What do you eat while you sit at the kitchen door or in the kitchen? Draw it.
2. Recite other number rhymes. Make up your own rhymes.
3. Name two other words that rhyme with "plate". Write them in front of the children. Point out the similarities. Ask children for other words that rhyme with "plate" and write them too.



More More **MORE MORE**



Papa lifts me up to the ceiling.
Papa swings me down to the floor.
Papa! Papa!

More,
More,
MORE!

Up to the ceiling,
Down to the floor!

For parents and teachers

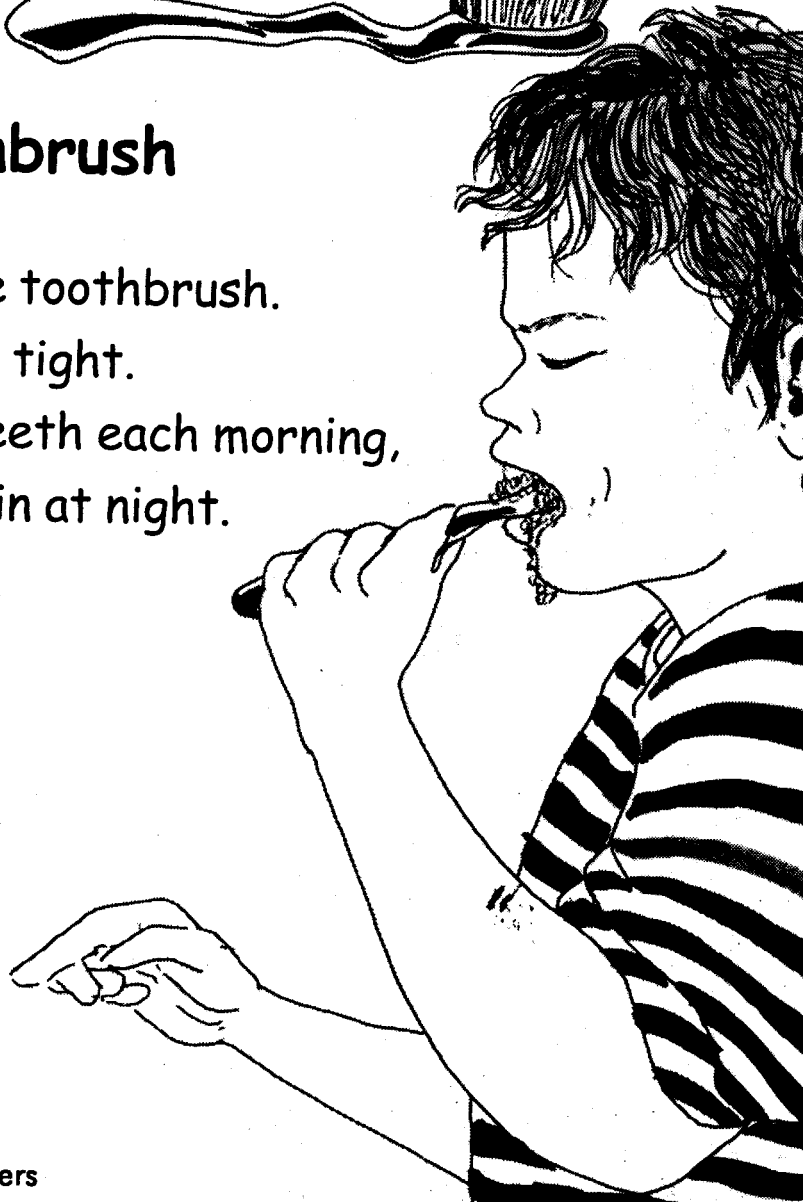
Discuss with children:

1. Have you been on swings? Do you like it when the swing goes up? Do you feel scared? What else is fun to do (with papa, with mummy, with chacha, with bua)?
2. Draw what you like to do best.
3. Say words that rhyme with "more" and "floor" and write them on the board.



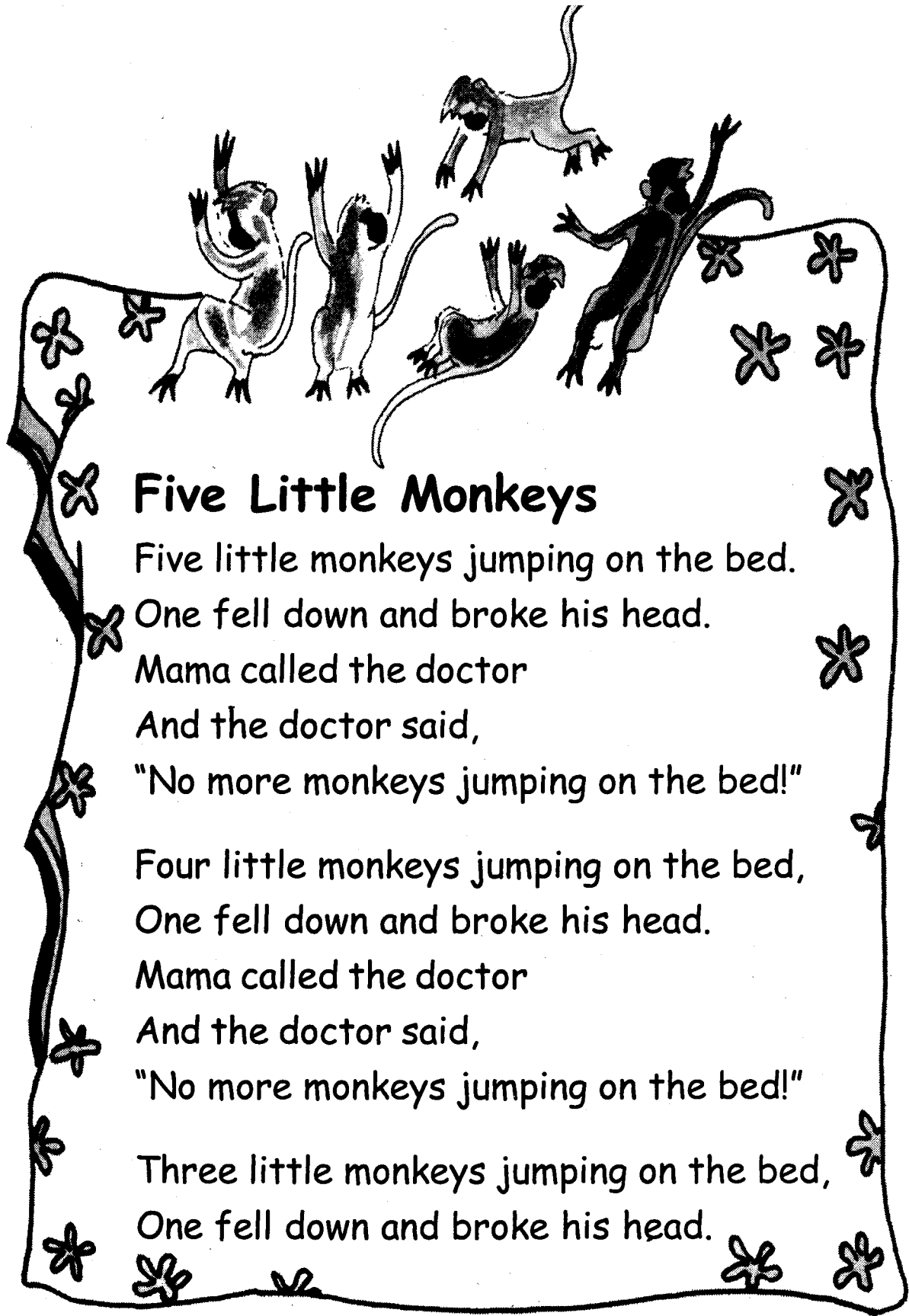
My Toothbrush

I have a little toothbrush.
I hold it very tight.
I brush my teeth each morning,
And then again at night.



For parents and teachers

1. Prepare for this poem by having children bring in old toothbrushes. Perhaps this can be done a week before. Children need reminders.
2. What other words rhyme with "tight" and "night"? Write them on the board.
3. Four- and five-year-old children can point to each word as they read it.
4. How else do children clean their teeth? With a neem stick? With powder?
5. Make more sentences with children: I have a....(book, pencil, doll....Use "little", "big", "round"... other describing words along with the noun or naming word).



Five Little Monkeys

Five little monkeys jumping on the bed.

One fell down and broke his head.

Mama called the doctor

And the doctor said,

"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,

One fell down and broke his head.

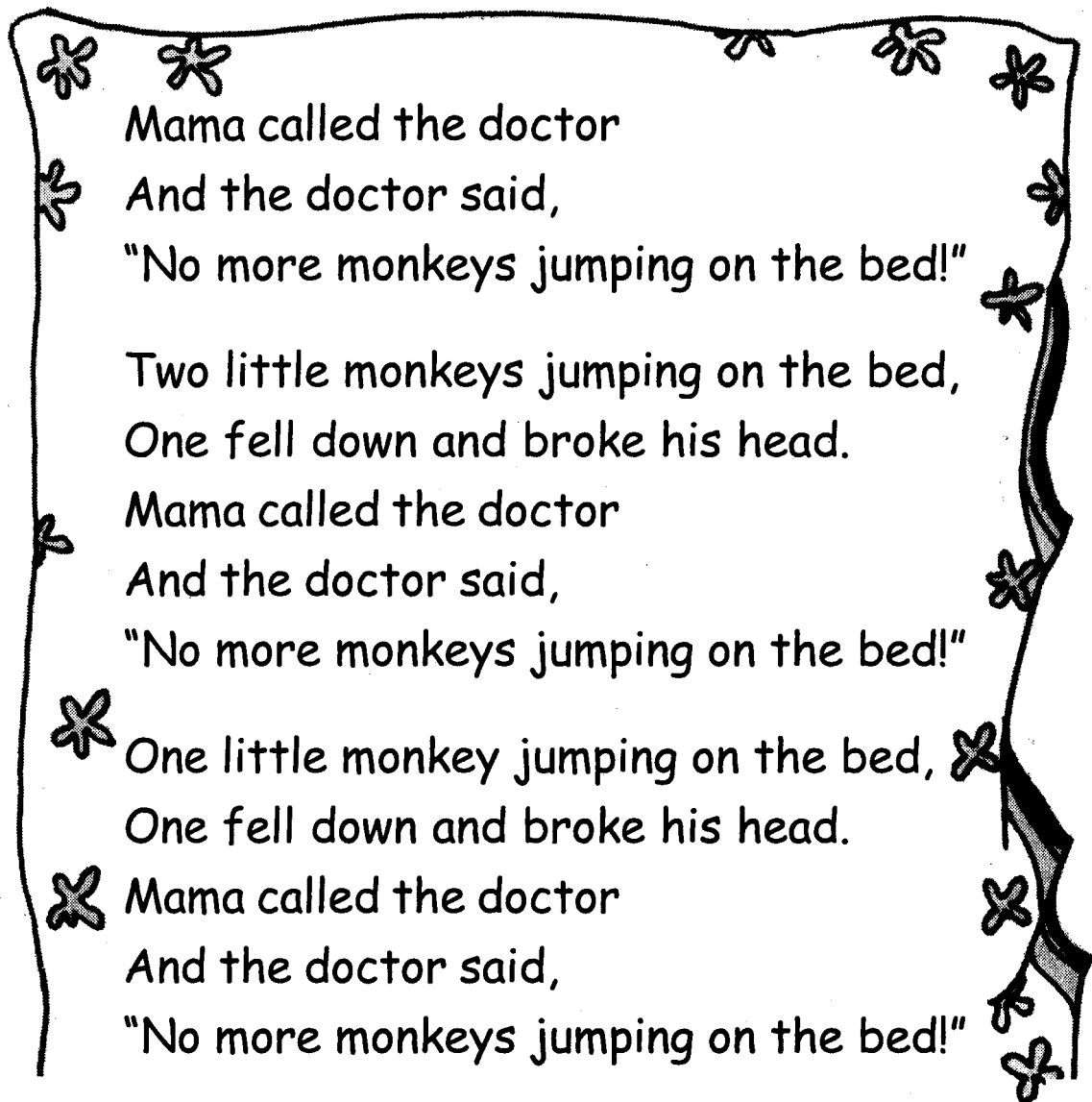
Mama called the doctor

And the doctor said,

"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,

One fell down and broke his head.



For parents and teachers

Activity:

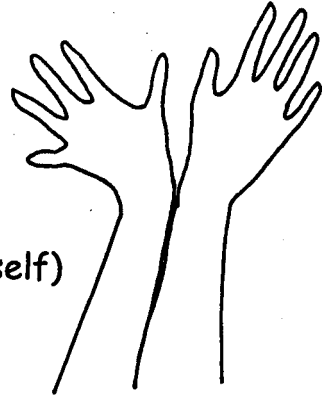
1. Make five monkey stick puppets. Five children can hold them in a row. Puppets can "fall" one by one as the song is sung.

Discuss with children:

2. After each verse ask the children how many monkeys fell off the bed. How many monkeys are left on the bed?
3. Ask children for other "ing" words. Write them on the blackboard. Write sentences with the "ing" words, e.g. "The monkeys are swinging".
4. Look for words in the poem ending or beginning with "d". Say them aloud. Say other words beginning or ending with "d". Write them on the board.

Ten Fingers (a finger play)

I have ten fingers (show ten fingers)
And they all belong to me. (point to self)
I can make them do things -
Would you like to see?



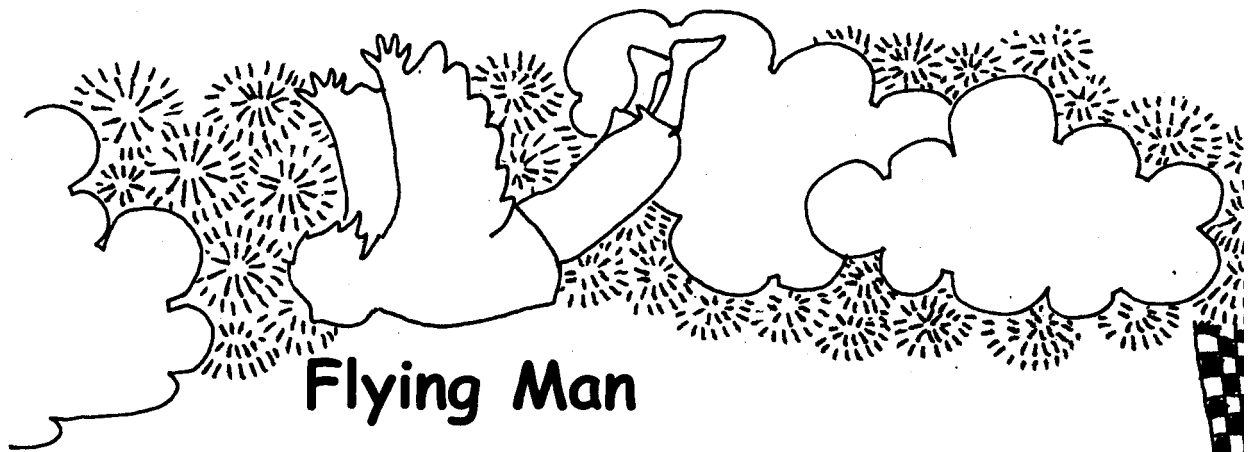
I can shut them up tight. (make fists)
I can open them wide. (open hands)
I can put them together. (place palms together)
I can make them all hide. (put hands behind back)

I can make them jump high. (hands overhead)
I can make them jump low. (touch floor)
I can fold them up quietly (fold hands on lap)
And hold them just so.



For parents and teachers

1. Practise: "I can ride a cycle."
"I can sweep the floor."
...and so on.
2. Practise: "Would you like a biscuit?"
"Would you like to go for a walk."
...and so on.
3. Look for words in the poem ending with "e".



Flying Man

Flying man, flying man,
Up in the sky,
Where are you going,
Flying so high?

Over the mountain,
Over the sea,
Flying man, flying man,
Please take me.



For parents and teachers

Discuss with children:

1. Collect and ask children to collect pictures of helicopters, airplanes, rockets, parachutes, gliders, air balloons.
2. What is the "flying man" flying in? It could be a number of things. List them on the board.
3. Draw pictures of the flying man that you "see" in your mind.
4. What other landscapes do planes fly over?
5. Say words rhyming with "man" and "sea". Talk about the difference between "see" and "sea".

Nani's Glasses



These are nani's glasses.

(make circle around each eye with fingers)

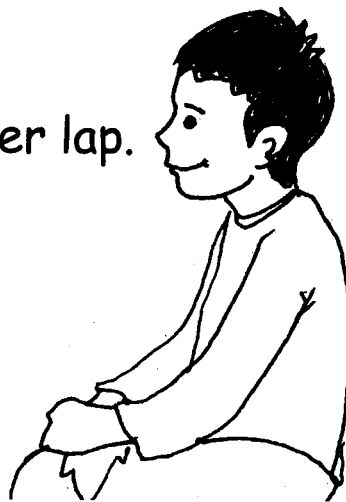


This is nani's saree.

(sweep hands over head and around back or use a dupatta)

This is the way she folds her hands
(fold hands)

And lays them on her lap.
(lay hands on lap)



For parents and teachers

Activity:

1. Bring things that belong to Nani: glasses, saree, sandals, mala, watch, necklace, bangles, purse.

Say, "These are Nani's bangles." "This is Nani's mala."

...and so on with others. (You can write the sentences on the blackboard or copy and read them out). Pick up a child's copy, pencil etc. and say, "This is Ankit's pencil."

2. Ask children for words rhyming with "lap" and write them on the board or copy. Make sentences with them.



Two Kites

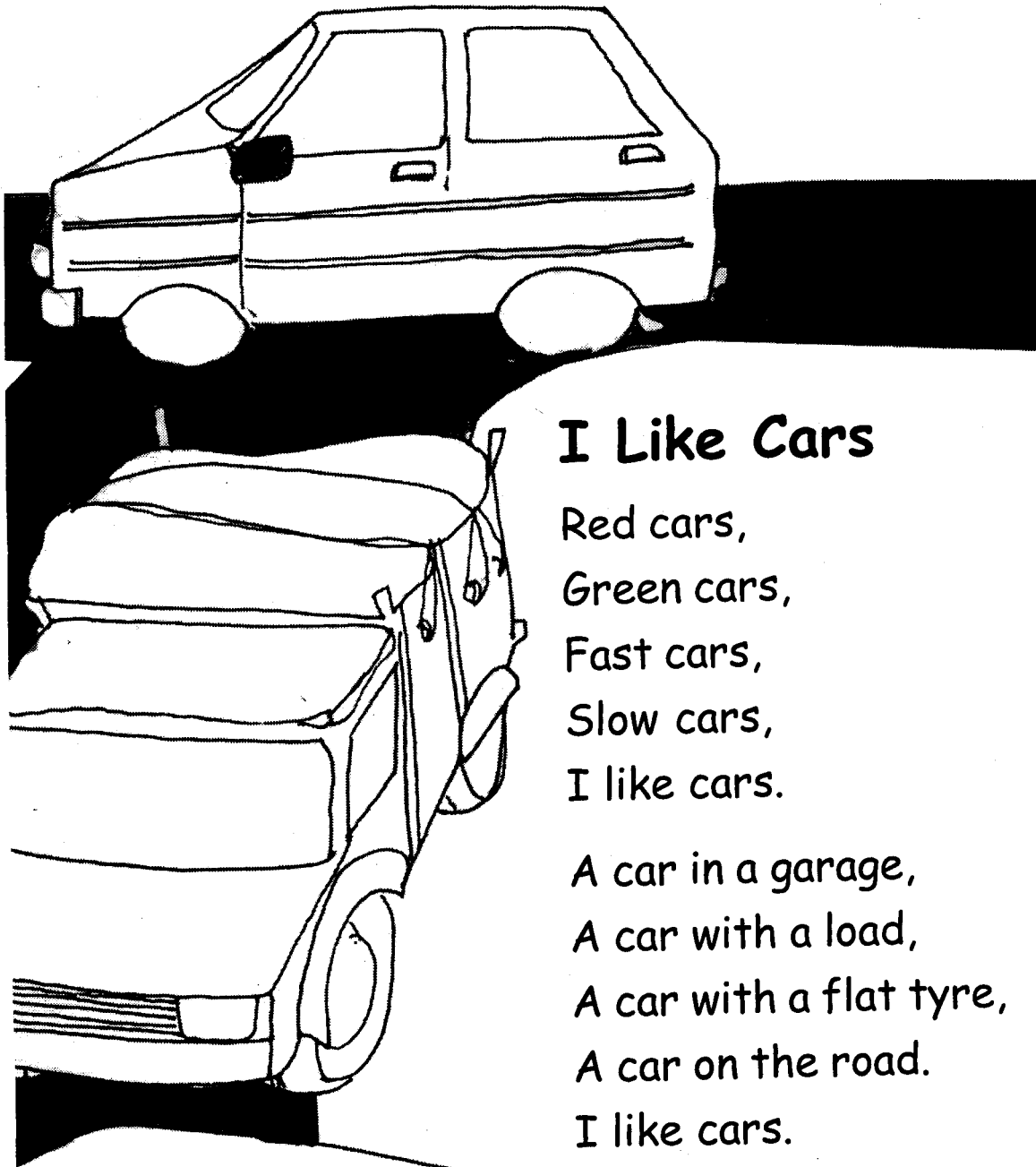
Two kites
Red and white
In a sky so blue
Two kites
Red and white
Up... up... they flew.

The golden sun watched the fun,
Clouds watched it too.
Boys clapped
Birds flapped
The wind blew and blew.

For parents and teachers

Discuss with children:

1. Have you seen kites? Do you like to fly kites? Talk about how you fly the kite. What makes it go up or down? Draw a picture of children flying kites.
2. Ask children to say words rhyming with "blue" and "flew". Sort them into "ue" and "ew" words. Make sentences with them.
3. Make sentences using "too", e.g. "I go to school too."



I Like Cars

Red cars,
Green cars,
Fast cars,
Slow cars,
I like cars.

A car in a garage,
A car with a load,
A car with a flat tyre,
A car on the road.
I like cars.

For parents and teachers

Discuss with children:

1. There are many, many kinds of vehicles on the road. Make a list of vehicles that use petrol or diesel.
2. What kinds of transport use people power?
3. What kinds of transport use animal power?
4. Ask children to draw a picture of a busy road with many kinds of vehicles. Hang the pictures in the classroom. Children can draw a car "with a load" or "a flat tyre".

Hands on Shoulders

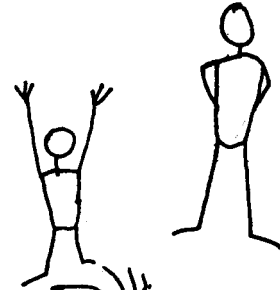
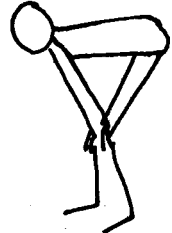
(follow the actions described in each line)

Hands on shoulders,
Hands on knees,
Hands behind you, if you please.

Touch your shoulders,
Now your nose,
Now your hair and now your toes.

Hands up high in the air,
Down at your sides,
Now touch your hair.

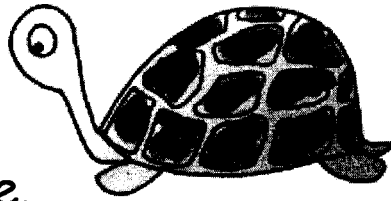
Hands up high as before,
Now clap your hands,
One, two, three, four!



For parents and teachers

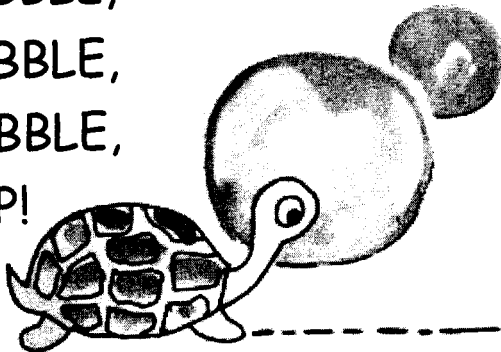
1. You may play a game where all the children are to follow the instructions that they hear (not what they see). One person stands in the middle and does something else to distract, e.g. says "hands on knees" but puts hands on shoulders. Playing this game children slowly learn to concentrate on the instructions.

Tiny Tim



I had a little turtle.
His name was Tiny Tim.
I put him in the washtub
To see if he could swim.
He drank up all the water,
He ate up all the soap.
And now he's sick in bed
With a bubble in his throat.

BUBBLE,
BUBBLE,
BUBBLE,
POP!



For parents and teachers

1. Make some soapy water and get the children to blow bubbles with straws.
2. Ask children if they have seen a turtle. How did Tim get bubbles in his throat?
3. Write some words with "oa" in the middle and read them out. Explain their meaning.
4. Make sentences like – He drank up all the water.

He ate up all the...
He tore up all the...
He coloured all the...

Mirror

In the mirror
I always see
A little girl
They say is me.



Whenever I smile
She smiles too.
And when I sneeze
She says aa..ch..oo!

I shut my eyes
And cry boo..hoo.
I open my eyes
And she's crying too.

For parents and teachers

1. Bring a mirror into the classroom. Ask children to make movements in front of the mirror and see what happens.
2. Put children in groups of two. One child becomes the mirror and the other makes the movements in front of the "mirror". The "mirror" child must imitate the child who makes movements.
3. Say words rhyming with "smile".
4. Look for words that end with "ing".

Hi Sky!

Say hi to the sky,

"Hi sky!"

Why are you so high?

Why are you so blue?

If I stretch and stretch,

Can I touch you?

Say hi to the sky,

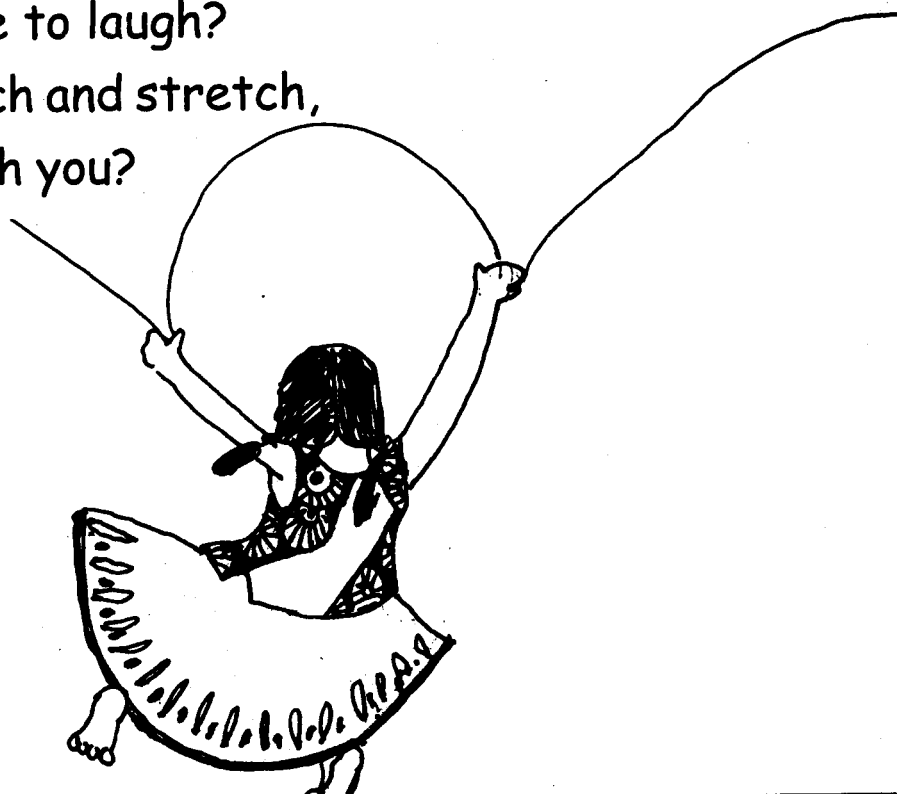
"Hi sky!"

Do you ever cry?

Do you like to laugh?

If I stretch and stretch,

Can I touch you?





Say hi to the sky,
"Hi sky!"
I live under you.
I look up to you.
If I stretch and stretch
Can I touch you?

For parents and teachers

1. Have three different children read the verses. Let all the children say, "Hi sky" in unison.
2. What other questions can you ask the sky?
3. Practise – "Why are you.....?" "Can I.....?"
4. Ask the children to stretch and try and touch the sky.
5. Practise using "under" and "up" in sentences.
6. Look for words ending with "ch" or "tch".



Five Fat Peas

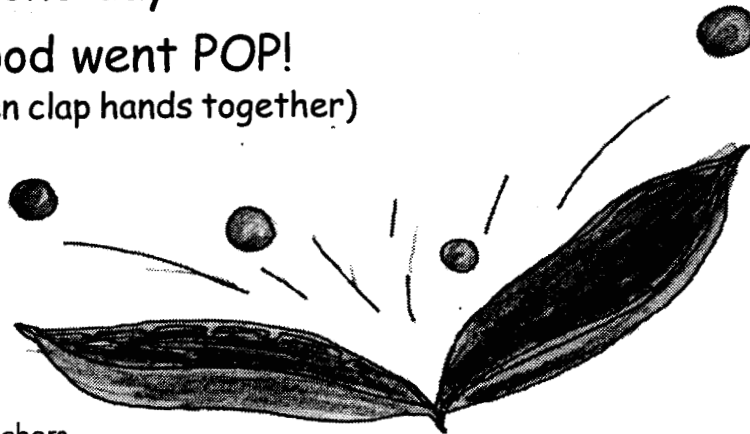
Five fat peas in a pea pod pressed.
(children hold hand in a fist)

One grew, two grew, so did all the rest.
(put thumb and fingers up one by one)



They grew and grew and grew
(raise hand in the air very slowly)
And did not stop.

Until one day
The pod went POP!
(children clap hands together)



For parents and teachers

1. Use this poem in winter when you can bring in peas.
2. Children can pod peas. Boil them. Let them help you by adding salt, pepper and some lemon juice. Some of them can also help you serve. When the party is over, review the activity with children and write their observations on the board.
3. Write words that rhyme with "stop".



Five Little Mice

Five little mice came
creeping, creeping.

They thought the cat was
sleeping, sleeping.

But through one eye she was
peeping, peeping,

And four little mice ran off
weeping, weeping.



For parents and teachers

Discuss with children:

1. Dramatize this poem with the children.

2. What did the cat do?

What happened to one mouse?

Draw picture.

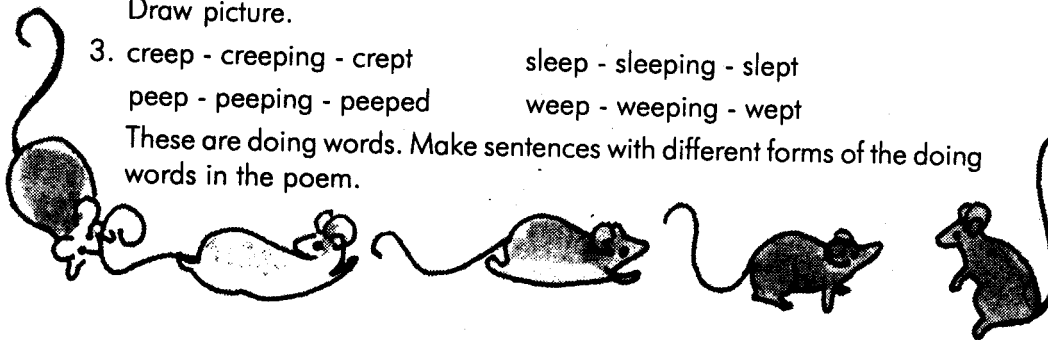
3. creep - creeping - crept

sleep - sleeping - slept

peep - peeping - peeped

weep - weeping - wept

These are doing words. Make sentences with different forms of the doing words in the poem.



Working in Twos

(sequence for reciting is: first child, second child, both together)

I'm the shoe brush.

I'm the shoe.

Polish one and polish two.

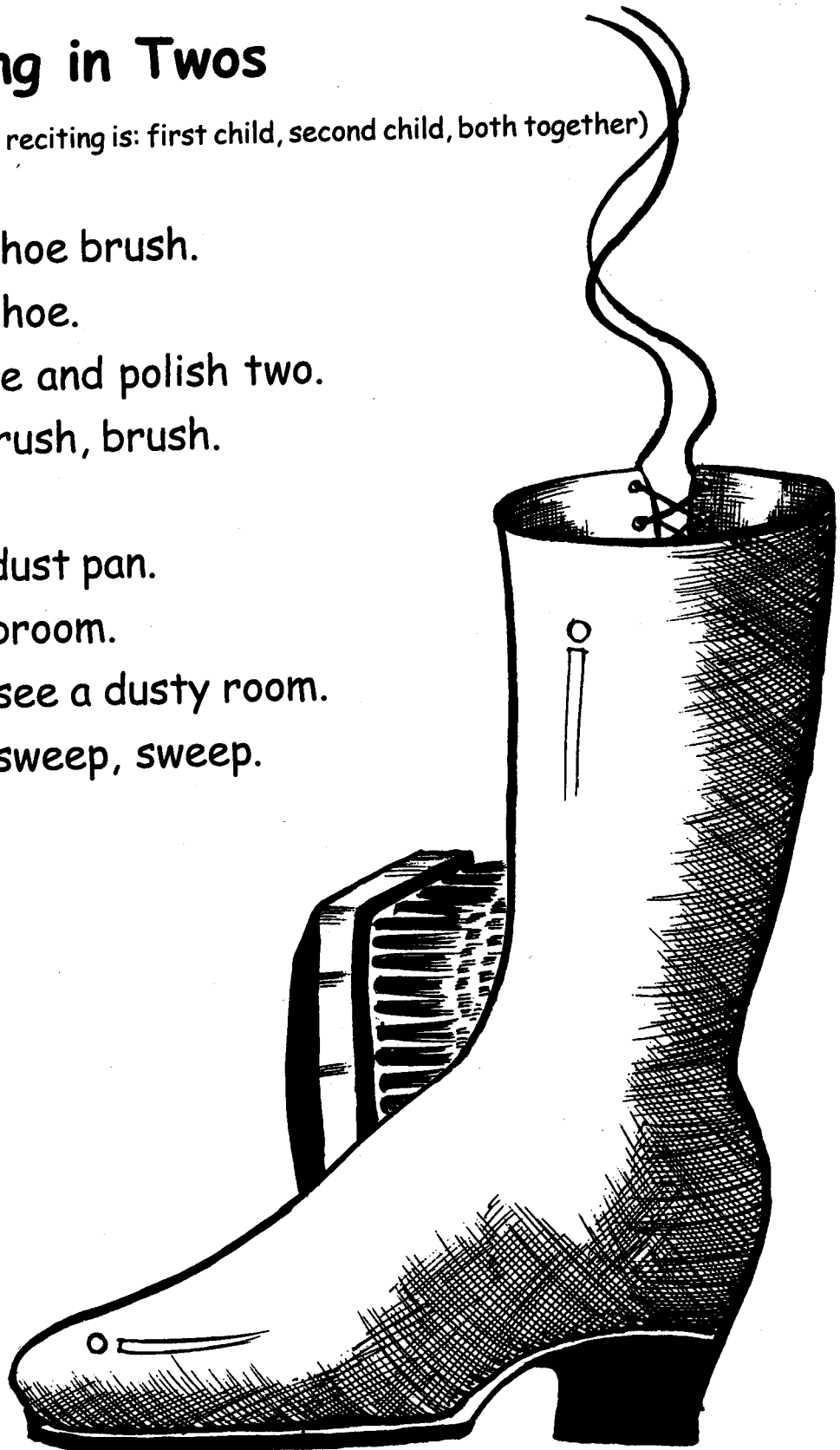
Brush, brush, brush.

I'm the dust pan.

I'm the broom.

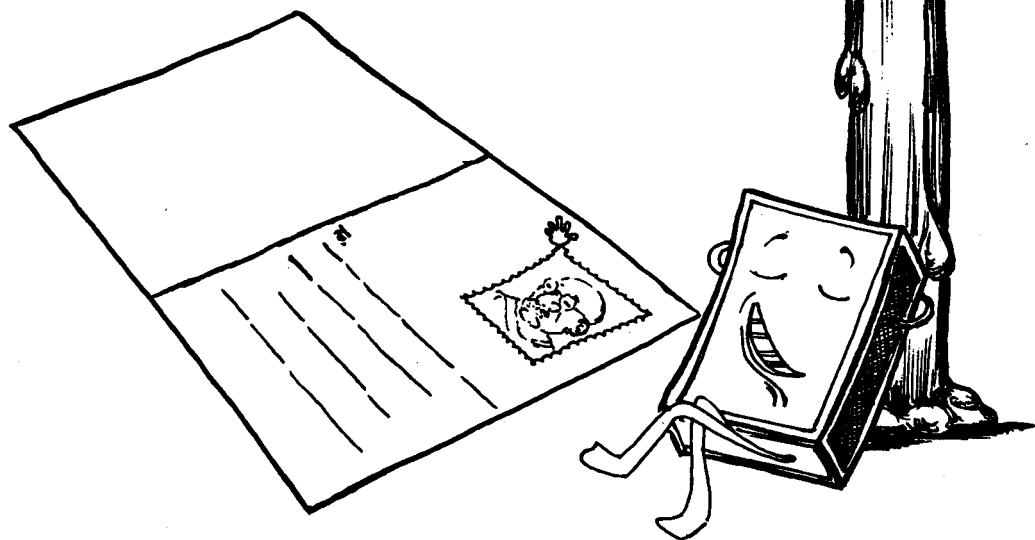
We can see a dusty room.

Sweep, sweep, sweep.



I'm the candle.
I'm the wick.
It's getting dark now.
Light the wick, tsk, tsk, tsk.

I'm the letter.
I'm the stamp.
We stick together if we're damp.



For parents and teachers

1. Have all the objects ready to show before the poem is read.
2. Look for "sh" sound at the end and the beginning of words.
3. When you read again, look for "mp" sounds at the end of words. Also look for words that end with "er" and "ck". Always write the words on the board and have some children read them.
4. Find out the meanings of the words – damp, wick, polish, dusty – and use it in sentences.

S.No.	Poem	Phonics	Structure
1.	One, Two, Three	plate	at the kitchen door off the plate
2.	More... More	more, floor	
3.	My Toothbrush	tight, night	I have...
4.	Five Little Monkeys	"ing" words	the ... said:
5.	Ten Fingers		I can... would you like...
6.	Flying Man	sea, man	
7.	Nani's Glasses	lap	this is...
8.	Two Kites	blew, blue, flew	sentences using blew and blue
9.	I Like Cars		with, in, on
10.	Hands on Shoulders	beginning and ending with "d"	take a bite take a lick
11.	Tiny Tim	"oa" words	sentences using drank, ate, tore
12.	Mirror	smile, "n" sound	
13.	Hi Sky!	ending with "ch", "tch"	why are you---? can I ---?
14.	Five Fat Peas	stop	
15.	Five Little Mice		present continuous & past tense
16.	Working in Twos	Words ending with "ck", "sh" and "er"	

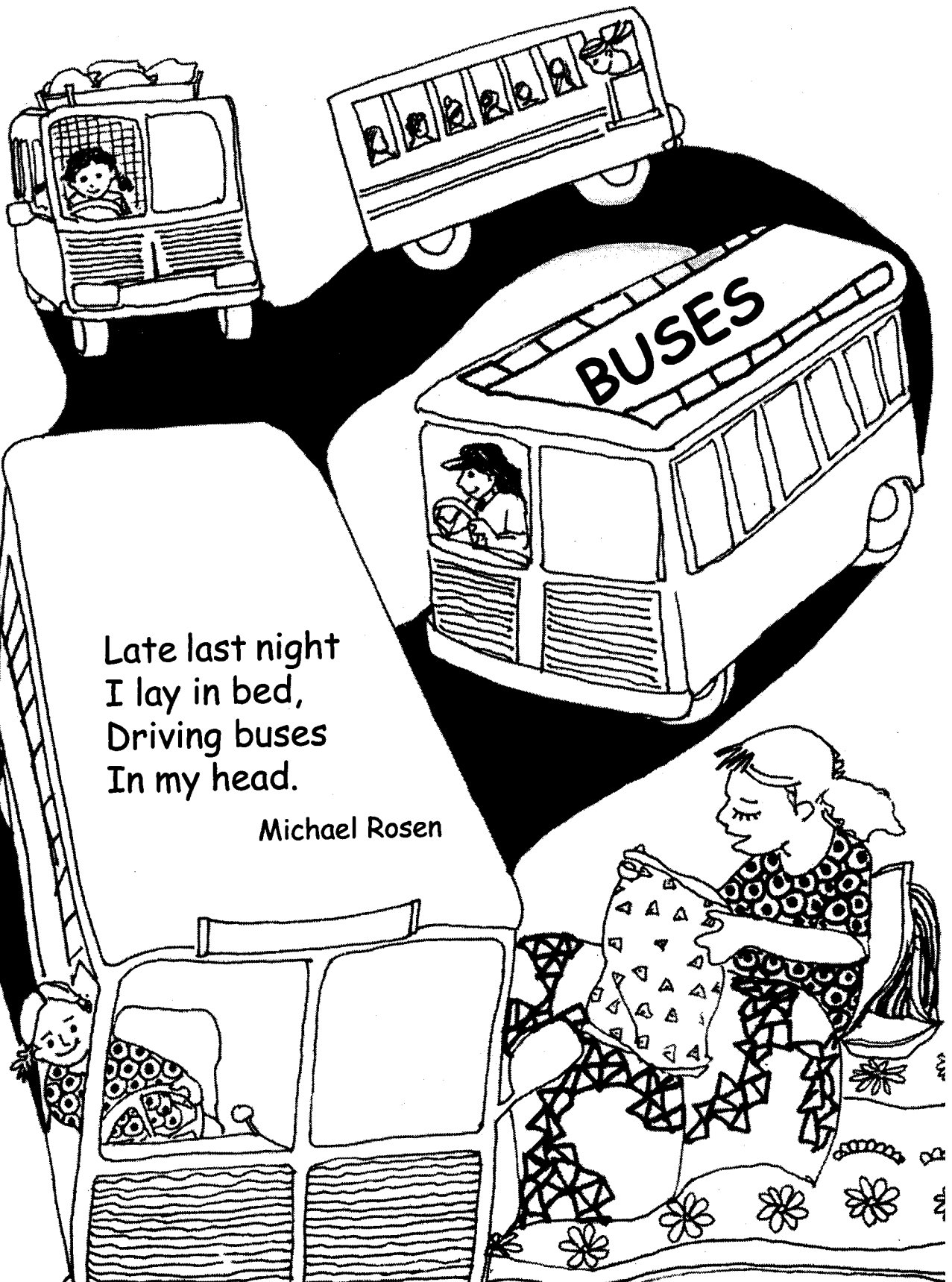
Vocabulary

1.	One, Two, Three	
2.	More... More	- lifts, ceiling, swings, floor
3.	My Toothbrush	- hold, tight, each, again
4.	Five Little Monkeys	- jumping, fell, broke
5.	Ten Fingers	
6.	Flying Man	- sky, mountain, sea
7.	Nani's Glasses	- glasses, way, folds, lays, lap
8.	Two Kites	- watched, flapped, blew
9.	I Like Cars	- garage, load, flat, fast, slow
10.	Hands on Shoulders	
11.	Tiny Tim	- washtub, swim, throat, bubble, sick, turtle
12.	Mirror	
13.	Hi Sky!	- stretch, laugh, touch, sky
14.	Five Fat Peas	
15.	Five Little Mice	
16.	Working in Twos	- broom, polish, wick, damp

Books that can be read with the poems:

1. One, Two, Three	Ten	Tulika
2. More... More		
3. My Toothbrush		
4. Five Little Monkeys	I want Jay Jay goes for a walk	Navneet, Read and grow - A series Navneet, Read and grow - C series,
5. Ten Fingers	Ten in a bed	Navneet, Read and Grow - A series
6. Flying Man	Balloons The littlest wave	National Book Trust National Book Trust
7. Nani's Glasses	Nani's saree	Children's Book Trust
8. Two Kites	Lalu and the red kite	National Book Trust
9. I Like Cars		
10. Hands on Shoulders		
11. Tiny Tim	Tiltil	National Book Trust
12. Mirror	Snow white and the seven dwarfs	
13. Hi Sky!		
14. Five Fat Peas	The princess and the pea	
15. Five Little Mice	Mouse and the pencil	Eklavya
16. Working in Twos		





Late last night
I lay in bed,
Driving buses
In my head.

Michael Rosen



Children learn language and reading from interesting and familiar contexts. Language has a purpose – to make meaning, to communicate, to think... Reading has a purpose too – to understand, to know, to make meaning from the written word. It is the purpose that motivates the learner. When the teaching of reading is deprived of a purpose, the learner loses the motivation to learn. This is often the case in the learning of the alphabet out of context.

This book is an attempt to put the learning of reading into a meaningful and interesting context. It will enable the adults in a child's life to help the child with the sounds and meanings of words in these poems.

Hope your children enjoy these poems with you!

Cover illustration and design: Kanak



ISBN: 81-87171-99-5

an eklavya publication

Price: Rs. 25.00

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